

**THE CONTRIBUTION OF VOCABULARY MASTERY,
READING INTEREST, LEARNING MOTIVATION, AND
LEARNING MOTIVATION TOWARD READING
COMPREHENSION**



Submitted to the Department of Language Studies,
graduate school of Muhammadiyah University of Surakarta
in partial fulfillment of the Requirement for
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**DEPARTEMENT OF LANGUAGE STUDIES
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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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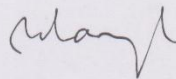
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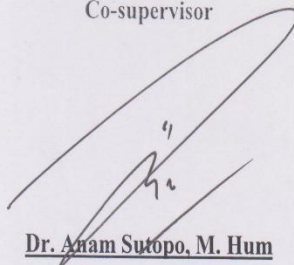
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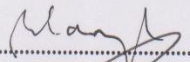
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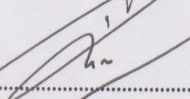
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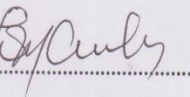
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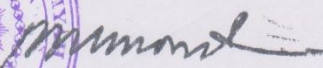
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THE CONTRIBUTION OF VOCABULARY MASTERY, READING INTEREST, AND LEARNING MOTIVATION TOWARD READING COMPREHENSION

Abstrak

Penelitian ini bertujuan untuk mengetahui kontribusi penguasaan kosakata, minat membaca, dan motivasi belajar terhadap pemahaman membaca pada kelas VIII di MTs Negeri Surakarta II tahun pelajaran 2017/2018. Jenis penelitian ini adalah penelitian asosiatif kuantitatif. Sampel dalam penelitian ini berjumlah 171 siswa yang telah diambil dengan menggunakan teknik area sampling acak. Teknik untuk pengumpulan data menggunakan tes dan kuesioner. Peneliti menggunakan SPSS versi 21.0 untuk menganalisis data yang terdiri dari statistik deskriptif, uji asumsi klasik (normalitas, linieritas, multikolinearitas, heteroskedastisitas), regresi berganda dan pengujian hipotesis yang terdiri dari uji-t (partial), uji-f (simulasi), koefisien determinasi, dan kontribusi prediktor. Hasil penelitian ini menunjukkan bahwa nilai F_{hitung} lebih besar dari F_{tabel} ($38,422 > 2,68$) dan nilai signifikan sebesar $0,000 < 0,05$. Hasil dari determinasi koefisien (R^2) adalah 40,8%. Ini berarti bahwa penguasaan kosakata, minat membaca dan motivasi belajar memiliki kontribusi secara bersamaan terhadap pemahaman membaca. Secara statistik, penguasaan kelas kata mempunyai hasil kontribusi tertinggi di variabel penguasaan kosakata siswa, kesadaran memiliki hasil kontribusi tertinggi di variabel minat membaca siswa, ekstrinsik mempunyai hasil kontribusi tertinggi di variabel motivasi belajar siswa, and identifying main idea have the highest contribution in students' reading comprehension.

Kata Kunci: *Penguasaan Kosakata, Minat Membaca, Motivasi Belajar, Pemahaman Membaca*

Abstract

This research is aimed at knowing the contribution of vocabulary mastery, reading interest, and learning motivation toward reading comprehension of the eighth grades student at MTs Negeri Surakarta II in academic year of 2017/2018. The type of this research is quantitative associative research. The sample of this research was 171 students taken by cluster random sampling technique. The technique to collect data used test and questionnaire. The researcher used SPSS version 21.0 to analyze the data which consist of descriptive statistic, classic assumption test (normality, linearity, multicollinearity, and heteroscedasticity), multiple regressions and hypothesis testing such as t-test (partial), f-test (simulation), coefficient of determination, and predictor contributions. The result shows that F_{result} is higher than F_{table} ($38,422 > 2,68$) and the significance value is $0,000 < 0,05$. The result of coefficient determination (R^2) is 40,8%. It means that vocabulary mastery, reading interest, and learning motivation simultaneously contribution toward reading comprehension. Statistically, mastering word classes have the highest contribution in students' vocabulary mastery, consciousness have the highest contribution in students' reading interest, extrinsic motivation have the

highest contribution in students' learning motivation, and identifying main idea have the highest contribution in students' reading comprehension.

Keywords: *Vocabulary Mastery, Reading Interest, Learning Motivation, Reading Comprehension*

1. INTRODUCTION

In Indonesia, English language is as a foreign language learned. English is one of the foreign languages for Indonesian students since Elementary School level up to University level. There are four skills that students must master, namely listening, speaking, reading and writing. One of the most important skills is reading. Fitriana, et al (2013: 1) said that reading is one of the important abilities where readers expand their prior knowledge. It means that reading is important for students. The students who have reading skill they can develop their knowledge and this skill can help them to get the academic achievement.

In reading activity the students have to find main idea, get the meaning of vocabulary on text, search specific information, mention the purpose of the text and show reference and make inference. From all of the reading activity, comprehension of text is the necessary thing for the students. Grellet (1981: 1) defined that reading comprehension skill as abilities to extract the required information from written text as possible. By mastering English well, the students should develop their competence. They have to improve their reading comprehension in order to get information or idea from the text.

Moreover, the students of Junior High School should be mastered in reading comprehension, because reading belongs to the basic language skills in English and closely related with other subjects. If a reader can comprehend the writer's message sent by the author; the reader capable to understand the hidden information in a text and also can get the purpose of the text. That is the reason the researcher chooses the reading comprehension as the object of the research.

Furthermore, the success in reading can be supported from several factors within the individual. These factors come from inside or outside of the learners; both include linguistic factors or non-linguistic factors. Brown (2001: 99) said that intrinsic and extrinsic factors can affect the students reach the successful in language learning. The extrinsic factor can be come from teachers, learning material, classroom condition, and all of social cultural factors, while intrinsic factor include of all personality factors within an individual like self-appreciate, inhibition, risk taking, anxiety, and motivation. Besides that, the influence of language elements such as vocabulary knowledge, knowledge of grammar, and another part of language which are need to the successful of reading.

One of the important factors in reading English skill is vocabulary. Laufer (Chen 2011) stated that second language reading comprehension is affected by vocabulary alone. The extent of vocabulary knowledge is usually represented as the high mastery of vocabulary size, which refers to the number of words learned by the second learner. Hemming in Celce-Murcia and McIntosh (Fauziati, 2015: 133) argued that vocabulary is fundamental even in earliest stages of the acquisition. It means that mastering vocabulary is the basic knowledge in learning English, so that the students can get some information in text easily. It can be concluded that by mastering vocabulary the students are expected to be able to translate from source language into target language and also they are easier to grasp the meaning contents of an English text.

Another factor that affected on reading comprehension is reading interest. The reason is in the classroom lesson is often about reading activities, most of the materials or presented in the textbook or another written text. Khairudin (2013) stated that students who have a high reading interest will easily understand or have broader perspectives in certain issues. In other word, the students' must have interest in English first before they start to read a text. When the students have interest in reading English text, they can be more active in reading learning process and also they are able to respond quickly to their need if they are interested in the topic or at least familiar with it. Addition, Hidi (2001: 195) said that interest has a strong

positive influence on reader's comprehension and recall and consider the factors that have been found to increase reader's situational interest. It means that the students need reading interest and self-awareness in reading English text to know the text well.

Furthermore, another thing which can affect students' success in mastering reading comprehension is students' motivation in learning English. Motivation is one of importance factors which have great contribution toward the successful of students' language learning. Grabe and Stoller (Ahmadi, 2017) said that motivation is another key to successful reading. The reason is by having motivation the students want to understand the content of text fully process the information deeply. So, it can be said if the students read English text frequently and they have motivation in learning English, they capable to gain in reading comprehension proficiency, Guthrie et al (Putri, 2016). This factor plays an important role in the whole teaching and learning process. The low or high students' motivation to learn English finally influence the result of their learning. It means that the high motivation has encouraged and supported students to put all of their effort to master English subject.

Related to the explanation above, the researcher took the eighth grade students at MTs Negeri Sukarta II of to be examination because the researcher assumes that students in this grade already have enough English knowledge to follow the programs. In fact during pre-observation, the teacher of English subject said that most of the students at MTs Negeri Surakarta II have problems in reading comprehension achievement, although they have good ability in vocabulary. Most of the students are rarely read English texts, thus affecting in their motivation to learning English. It is related with Rahayu (2014) mentioned about kinds of the students' characteristics. First, young learners get bored easily. Second, young learners forget something quickly. In other words, lack of vocabulary in learning English text can influence their interest in reading English text and also makes the students' learning motivation is low; the impact is they have difficulties in comprehending the text.

In line with the statement above, it can be assumed if the students have good mastering in vocabulary, have learning interest specially on reading

English text and also high learning motivation in English language, they feel enthusiast and pleasure when teaching and learning process, then they will get the best result in reading comprehension achievement. Therefore, the researcher wants to find out the fact in the field, and in this occur MTs Negeri Surakarta II is chosen by the researcher.

Based on the reason above, the researcher is curious to know the fact by doing the research whether or not there is a positive contribution of students' vocabulary mastery, students' reading interest in English text and students' learning motivation toward reading comprehension, especially for the eighth grade students at MTs Negeri Surakarta II.

2. RESEARCH METHOD

This study used the type of correlation research which belongs to quantitative. The researcher used correlation method, because the researcher wants to know the relation between one variable with other variable.

In this study, the participants have been chosen from the eighth grade students at MTs Negeri Surakarta II in academic of 2017/2018 that consist of 298 students. The researcher used cluster random sampling to get the representative sample. The researcher has taken six classes consist of 171 students as the sample of research. Those are 8A1, 8A2, 8A3, 8B, 8D, and 8E. For the try-out of the research the researcher took 36 students (8C) out of the sample.

The data of this research achieved through test and questionnaire. Test was used to get the data of students' vocabulary mastery and students' reading comprehension. In conducting test the researcher used multiple choices test there are four option (a, b, c, d) in each item, and the students are required to choose the correct answer by crossing one of four options provided in the test sheet. The test consisted of the indicators of each variables both vocabulary mastery and reading comprehension. The total question for vocabulary mastery test is 40 items, and the total of question for reading comprehension test is also 40 items. The researcher used multiple choices test because it is easier to get the data of students' vocabulary mastery and reading comprehension. In determining the students' score, this study

uses Guttman scale of measurement. Then, questionnaire was used to collect the data of students' reading interest and students' learning motivation. In conducting questionnaire the researcher used close-type questionnaire, where a questionnaire consisting of questions that must be answered by the respondents them self and there are several answers have been provided so that a respondent only choose the suitable one in the answer. The questionnaire was consisted the indicators of each variables both reading interest and learning motivation. The total question for reading interest is 20 statements, and the total of question for learning motivation is also 20 statements. Then, the researcher used likert scale category in scoring. The researcher conducted try-out first to get the validity and reliability before all of the instruments to be tested for the sample.

Furthermore, in this study to analyzes the data is using following steps: first is getting the result of mean and standard deviation as the descriptive of the data. After that did the classic assumption testing there are used normality, linearity, multicollinearity, and heteroscedasticity. The next step is analysis of multiple regressions. The last steps are conducting test to answer the hypothesis with uses T-test, F-test, coefficient contribution, and effective contribution and relative contribution. The researcher was used SPSS version 21.0 to analyze the data to find out the result of classic assumption, multiple regressions, and hypothesis testing.

3. RESULT AND DISCUSSION

3.1 Descriptive Statistic

The first variable is students' reading comprehension (Y) which consist of identify the main idea, finding detail, vocabulary in context, reference, and inference. These indicators are summed up into twenty numbers with four optional answers which has score 0 until 40 from total correct answer multiplied by two. The result shows that the mean score is 2,97 and the standard deviation is 0,49. Generally, the students of the eighth grade at MTs Negeri Surakarta II have good comprehension skill in reading English text. From five indicators in this variable, the identifying main idea has the highest mean consist of 0,83, and inference

has the lowest mean consist of 0,67. It means that 18,5% of them have bad comprehension skill, and 81,5% have an excellent comprehension skill in reading English text. From the percentage result, the indicator which has the highest percentage is identifying the main idea with 83% for the correct answers and 17% for the wrong answer by the students. Then, the lowest percentage is inference with 67,4% for the correct answer and 32,6% for the wrong answer by the students.

The second, the data of students' vocabulary mastery (X_1) was also collected by using multiple choices test which consists of word classes and aspects of meaning. The result shows that the mean score is 2,93 and the standard deviation is 0,41. Generally, the students of the eighth grade at MTs Negeri Surakarta II have good mastering in English vocabulary. From indicators of students' vocabulary mastery, the students have the highest mastering in word classes with the mean value is 0,74. Besides, 26.6% of them have sufficient mastering in English vocabulary, and 73.4% have a good mastering in English vocabulary. From the percentage result, the indicator word classes are has higher percentage than aspect of meaning. It can be seen that the percentage of the indicator of word classes is 73,8% for the correct answer and 26,2% for the wrong answer by the students. While, the percentage for the indicator of aspect of meaning is 72,9% for the correct answer and 27,1% for the wrong answer by the students.

The third, the data of students' reading interest (X_2) was collected by using a close-type questionnaire which consists of pleasure, willingness, consciousness, and attention. These indicators are divided into ten item numbers of statements with four optional answers by using likert scale category. So, it can know that the maximum score is 40 and the minimum score is 10. The result shows that the mean score is 3,07 and the standard deviation is 0,35. Generally, the students of the eighth grade at MTs Negeri Surakarta II have often interested to read English text. From indicators of the students' reading interest, the consciousness has the highest mean consist of 3,14 and pleasure has the lowest mean consist of 2,88. It means that 2% respondents have never interested on

reading English text, 22,5% respondents sometimes interested on reading English text, 42,5% of them often interest to reading English text, and 33% of them always interested on reading English text. From the percentage result, the indicator which has the highest percentage's indicator of never and sometimes is consciousness with 25,1% (never 2,5% + sometimes 22,6%). Then, the highest percentage's indicator of often and always is attention with 82,1% (often 50,7% + always 31,4%).

The last, the data of students' learning motivation (X_3) was also collected by using a close-type questionnaire which consists of intrinsic motivation and extrinsic motivation. The result shows that the mean score is 2,98 and the standard deviation is 0,82. . Generally, the students of the eighth grade at MTs Negeri Surakarta II have often motivation in learning. Based on the mean result of the indicators of the students' learning motivation, the extrinsic motivation is higher consist of 3,02 than intrinsic motivation consist of 2,94. It means that 6,2% of them never have motivation in learning, 23,2% respondents sometime have motivation in learning, 23,2% of them often have motivation in learning, and 33% of them always have motivation in learning. From the percentage result, the indicator which has the highest percentage of never and sometimes is intrinsic motivation with 34.5% (never 7,02% + sometimes 27,5%). Then, the indicator which has the highest percentage of often and always is extrinsic motivation with 75,6% (often 43,8% + always 31,8%).

3.2 Classic Assumption Testing

The result of normality testing by using *Kormogorov-Smirnov* shows that the probability values are more than 0,05 as follows: students' vocabulary mastery (X_1) is 0,055; students' reading interest (X_2) is 0,081; students' learning motivation (X_3) 0,139; and students' reading comprehension (Y) is 0, 065. It means that the data distribution is normal.

The linearity result shows that the probability values of students' vocabulary mastery (X_1) is 0,113; students' reading interest (X_2) is 0,077; and students' learning motivation (X_3) is 0,539. It means that the result of

each variable are more than 0,05, so the researcher concludes that the data is linear.

The result of the multicollinearity is seen from the tolerance value and inflection factor (VIF). The tolerance value of each variable as follows: students' vocabulary mastery (X_1) is 0.934; students' reading interest (X_2) is 0,853; and students' learning motivation (X_3) is 0,896, which are the each value $>0,10$. Then, the result of variance inflection factor (VIF) value of each variable is students' vocabulary mastery (X_1) is 1,1071; students' reading interest (X_2) is 1,172; and students' learning motivation (X_3) is 1,116, which are the each value <10 . The researcher concludes that the independent variables in this research do not have serious problem with the other independent variables.

The probability values of heteroscedasticity testing are: students' vocabulary mastery (X_1) is 0,290; students' reading interest (X_2) is 0,817; and students' learning motivation (X_3) is 0,856. It can be seen that all significant value all of independent variables are more than 0,05. The researcher assumes that there is no heteroscedasticity in regression model.

3.3 Multiple Regression

The result of regression coefficient for independent variables are: students' vocabulary mastery (X_1) is 0,749; students' reading interest (X_2) is 0,204, and students' learning motivation (X_3) is 0,219. The constant value of the regression is 7,345. Then, the formulation of multiple regression is $Y=7,345+ 0,749X_1 + 0,204X_2 + 0,219X_3$. It means that:

- a. If the variables students' vocabulary mastery, students' reading interest, and students' learning motivation are 0, students' reading comprehension is become 7,345.
- b. If the variable students' vocabulary mastery increases one point while the variables students' reading interest and students' learning motivation are assumed constant, the increment of students' reading comprehension is become 0,749.

- c. If the variable students' reading interest increases one point while the variables students' vocabulary mastery and student's learning motivation are assumed constant, the increment of students' reading comprehension is become 0,204.
- d. If the variable student's learning motivation increases one point while the variables students' vocabulary mastery and students' reading interest are assumed constant, the increment of reading comprehension is become 0,219.

3.4 Hypothesis Testing

The last step in analysis of the data in this research is hypothesis testing. The result of multiple regressions is used to find out the result hypothesis testing.

The first, result of regression coefficient of students' vocabulary mastery (X_1) is 0,749. The result of t_{result} is higher than t_{table} (10,225 > 1,960). The significant value of this variable is 0,000, less than 0,05. Second, result of regression coefficient of students' reading interest (X_2) is 0, 204. The result of t_{result} is higher than t_{table} (2,292, > 1,960). The significant value of this variable is 0,023, less than 0,05. Third, result of regression coefficient of students' learning motivation (X_3) is 0,219. The result of t_{result} is higher than t_{table} (2,546, > 1,960). The significant value of this variable is 0,012, less than 0,05.

Moreover, based on the calculation of F-test, there is shows that the result of F_{result} is higher than F_{table} (38,422 > 2,68). The significant value is 0,000, less than 0,05.

Based on the analysis of coefficient determination the result of R^2 is 0,408. It means that the significant contribution of all the independent variables in this research namely students' vocabulary mastery, students' reading interest, and students' learning motivation toward dependent variable is students' reading comprehension of the eighth grade students at MTs Negeri Surakarta II in the academic year of 2017/2018 is 40,8 %, while 59,2 % is contributed by other factors.

Table 3.5.1 Summary of Effective Contribution (EC) and Relative Contribution (RC)

Variables	Effective Contribution (EC)	Relative Contribution (RC)
Student's Vocabulary Mastery	28,3%	69,4%
Student's Reading Interest	5,2%	12,7%
Students' Learning Motivation	7,3%	17,9%
Total	40,8%	100%

3.5 Discussion

The calculation result shows that there is appositve and significant contribution of students' vocabulary mastery, students' reading interest, students' learning style toward students' reading comprehension. The result of F-test analysis was found that F_{result} is higher than F_{table} (38,422 > 2,68). The significant value is 0,000, it is less than 0,05. Then, the contribution of all independent variables toward dependent variable can be seen from the coefficient of determination (R^2), where the value of R2 is is 0,408. It means that the contribution value of all independent variables in this research there are students' vocabulary mastery (X_1), students' reading interest (X_2), students' learning style (X_3) toward dependent variable is students' reading comprehension (Y) is 40,8 %, while 59,2 % is contributed by other factors. This result is consistent to Yildirim, Mustafa, and Seyit (2011), Kameli and Roselan (2013), Al-Nafisah and Rae'd (2011), Daff and Alla (2016) which stated that individually students' vocabulary mastery, students' reading interest, and students' learning motivation have a positive and significant contribution toward students' reading comprehension.

Statistically, the percentage of students' vocabulary mastery consist of 73,4%. Hence, by mastering vocabulary the students are able to improve their understanding in reading English text and also have a good in communication (Zhihong, 2000: 38). This variable has two indicators there are word classes and word meaning. From the percentage result, the word classes has higher percentage with 73,8% which consist of noun,

verb, adverb and adjective than aspect of meaning is 72,9% which consist of synonym and antonym. Based on the result of T-test that is t_{result} is higher than t_{table} ($10,225 > 1,960$). The significant value of this variable is 0,000, less than 0,05. Then, the contribution value of X_1 variable toward Y variable can be seen from the result of effective contribution (EC) and relative contribution (RC). There is found that the effective contribution (EC) given by students' vocabulary mastery is 28,3% and relative contribution (RC) is 69,4%. This result is consistent to Chen (2011) and Favardin and Mansoor (2011) which stated that vocabulary knowledge of students has positive influence to enhance the students' achievement in reading comprehension. Therefore, vocabulary mastery of students is very important. The students' who have high mastering on vocabulary they can show how to recognize letters, how to use context clues, how to note details, how to find the main idea of a longer passage, how to compare, evaluate, and visualize the author's meaning, so they will more easy to answer the questions of reading comprehension test.

Statistically, the percentage of students' reading interest consist of 75,5%. Interest is one of the strong psychological factors in a person that can influence in learning achievement (Edgier in Al-Nafisah and Shorman, 2010). It means that the students' reading interest has important role for the students' which can improve in reading comprehension skill. The highest percentage's indicator is attention which consist of 82,1%, it is belong to often and always category. Another indicators which also give the contribution in reading interest that belongs to often and always category, there are: pleasure with 66,9%, willingness with 78,1%, and the last consciousness with 74,9%. Based on the T-test result, the regression coefficient is consist of 0,204, with the result of t_{result} is higher than t_{table} ($2,292 > 1,960$). The significant value of this variable is 0,023 less than 0,05. Then, the contribution value of X_2 variable toward Y variable can be seen from the result of effective contribution (EC) and relative contribution (RC). There is found that the effective contribution (EC) given by students' reading interest is 5,2% and relative contribution (RC) is 12,7%. This result is consistent to

Skinner (1984), Khairudin (2013), and O'Flynn (2016) which stated that interested on reading text can influence to the students' achievement. The students with their interested on reading text can help them to comprehend the information which is in the varieties types of texts. In other words, by having interested on reading text the students will easier to get good reading comprehension achievement, because they have good skill in understanding the information in a text.

Statistically, the percentage of students' learning motivation consists of 70,6%. In foreign language learning, the students' who have high learning motivation can make good achievement (Long, Zhu, and Lipping, 2013: 136). In other word, learning motivation can influence the students get success in learning English language. The extrinsic motivation has higher percentage with 75,6%, which consists of easy work, pleasing teacher, and dependence on teacher and it is belong to often and always category. While, the indicator of intrinsic motivation also give the contribution in learning motivation with 34,5%, which consists of which consist of challenge, curiosity, and independent mastery, and it is belong to never and sometimes category. Based on the T-test result, there is found that the regression coefficient of students' learning motivation (X_3) is 0,219. The result of t_{result} is higher than t_{table} ($2,546 > 1,960$). The significant value of this variable is 0,012, less than 0,05. Then, the contribution value of X_3 variable toward Y variable can be seen from the result of effective contribution (EC) and relative contribution (RC). There is found that the effective contribution (EC) given by students' learning motivation is 7,3% and relative contribution (RC) is 17,9%. This result is consistent to Harter (1981), Kitjaroonchai (2013), and Knoll (2000) which stated that learning motivation can influence the students' reading comprehension. Students' learning motivation is important factor which can consideration to get the success in English learning. Besides, based on the result of this study it can be assumed that students' learning motivation can improve their quality in English learning, because they have spirit and commitment to enhance their competence in learning English language.

4. CONCLUSION

After showing the result of the research and discuss about them, this research concludes the research, as follows:

There is a positive and significant contribution of students' vocabulary mastery, students' reading interest, and students' learning motivation toward students' reading comprehension. It can be proved from the result of F-test that is F_{result} is higher than F_{table} ($38,422 > 2,68$) and significant value is $0,000 < 0,05$. It means that the students' vocabulary mastery, students' reading interest and students' learning motivation simultaneously toward students' reading comprehension.

There is positive and significant contribution of students' vocabulary mastery toward students' reading comprehension. It can be proved from the result of t-test that is t_{result} is higher than t_{table} ($10,225 > 1,960$) and significant value is $0.000 < 0.05$. It means that the students' vocabulary mastery is a good predictor for the success of reading comprehension. However, the teachers should to keep on in increasing students' vocabulary mastery such as giving more practices, giving a classification of words in order to make them easy to understand, and also giving them new words continually.

There is a positive and significant contribution of students' reading interest toward students' reading comprehension. It can be proved from the result of t-test that is t_{result} higher than t_{table} ($2,292 > 1,960$) and significant level is $0.023 < 0.05$. It means that an interested to reading English text is a good predictor for the success of reading comprehension. In increasing the students' interest to read English text, the teachers must be active, creative and give the texts in interesting topic in order to make the students always interested on reading activity.

There is a positive and significant contribution of students' learning motivation toward students' reading comprehension. It can be proved from the result of t-test that is t_{result} higher than t_{table} ($2,546 > 1,960$) and significant level is $0,012 < 0,05$. It means that the students' learning motivation is a good predictor for the success of reading comprehension.

Based on the conclusion above the effective contribution of all independent variables: students' vocabulary mastery (X_1), students' reading interest (X_2), and students' learning motivation (X_3) toward dependent variable that is students' reading comprehension (Y) which consist of 40,8%. Hence, the teachers should consider the students' learning motivation by using a various creative methods and techniques. Besides, the teachers select the material which is not bored and must relate to their goal in English learning.

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